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ABSTRACT

Women's American ORT (Organization for Rehabilitation through Training) is an autonomous affiliate of a worldwide Jewish volunteer organization. It is dedicated to fighting poverty by providing Jewish youth and adults with vocational skills so that they may become productive members of society. In the past, WAO (Women's American ORT) has made major contributions toward improving the image and status of vocational education in the U.S., and now it is becoming involved in implementation of career education efforts: securing greater community involvement in career education, working more closely with K-12 school systems, and encouraging a career education emphasis in higher education. In general, WAO needs (1) to develop a strong, definitive statement on career education, (2) to educate its members about career education, (3) to give career education priority status among its goals, and (4) to gain positions for its members on career education advisory boards at all governmental levels. WAO can use its media contacts to gain greater community understanding for and support of career education. (This paper is part of a series resulting from seminars sponsored by USOE's Office of Career Education on collaboration in career education. The two appendixes to this monograph contain lists of WAO seminar participants and of the thirty issues that they raised.) (ELG)

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MONOGRAPHS ON CAREER EDUCATION

WOMEN'S AMERICAN ORT AND CAREER EDUCATION

by
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Office of Career Education
U.S. Office of Education

August 1978

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Preface

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, so long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis, Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-American Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
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Introduction

Women's American ORT (WAO) has already made valuable and substantial contributions to career education. Nowhere is the concept of career education as a community collaborative effort better exemplified than through the structure and operations of WAO. Yet, in terms of its potential for impacting on the effective delivery of career education, the potential of WAO has, to date, been greatly underutilized both by WAO members and by career education advocates in school systems. The basic purpose of this monograph is to make some contribution toward correcting this situation.

Educators wishing to understand and to utilize WAO as a valuable partner in the effective delivery of career education need three basic kinds of understandings. First, it is essential that the potential of WAO for career education be viewed within the broader set of purposes and activities incorporated in the total WAO effort. Second, educators need to be aware of some examples of ways in which WAO members are already making valuable contributions to career education. Third, it is important to identify and discuss the major kinds of contributions WAO could potentially make to career education throughout our nation. Each of these topics will be discussed here are reported by participants in the mini-conference to which WAO representatives were invited.

Women's American ORT (WAO): Nature and Purposes

WAO is a volunteer organization composed of approximately 135,000 American Jewish women. From its national headquarters in New York City, WAO is organized on a District, Regional and Chapter level. In all, there are approximately 1,090 WAO Chapters located at the community level served by nine Districts, 61 Regional offices and by WAO National Headquarters. In addition there are 90 Chapters at Large whose leaders maintain contacts with and carry out a WAO emphasis in smaller Jewish communities obviating the need for a Region. WAO celebrated its 50th Anniversary in 1977 and held its National Convention in Israel that year, its largest country of operation. ORT is currently educating 52,000 youth with marketable skills in 89 ORT schools.

WAO is an autonomous membership affiliate of the American ORT Federation composed primarily of American Jewish men. The Federation, in turn, is linked with the World ORT Union headquartered in Geneva, Switzerland. The term "ORT" stands for the Organization for Rehabilitation Through Training. As a worldwide effort, ORT has existed for nearly 100

years. Currently it operates almost 800 vocational schools and training centers in 23 countries providing vocational education to approximately 88,000 students annually. Over the years ORT schools have produced more than 1 1/4 million graduates whose vocational skills are viewed as a "passport to freedom" anywhere in the world. The ORT motto is "IN THE SKILLS OF WORK RESTS THE DIGNITY OF MAN AND THE WEALTH OF NATIONS." It is an organization dedicated to fighting poverty around the world by providing Jewish youth and adults with vocational skills that will allow them to become productive members of the occupational society of any nation. In recent years it has enrolled middle and upper middle class Jewish youth seeking new avenues of productive expression in an era of technology. ORT schools, wherever they exist in the world, are dedicated to providing high quality vocational and technical education at the secondary and postsecondary levels. For those students who cannot sustain three or more years of education, ORT offers short-term courses as well. In 1977, the first classical ORT school in the U.S.–the Bramson ORT Training Center–was opened in New York City. Until about a decade ago, WAO concerned itself almost exclusively with the World ORT operational program and concentrated its primary efforts on raising funds required to support that effort. This dedication continues today. WAO is the second largest single contributor to the current worldwide program of over 52 million dollars. In 1967, WAO established a National American Affairs Department charged with responsibility for carrying out the ORT motto in the United States. Its current chairman is Mrs. Robert Forrest of Evanston, Illinois. It was she who selected the participants for the seminar on which this monograph is based.

In 1967 WAO established a National Affairs Department. The WAO American Affairs Department began its work within the United States by concentrating major effort on improving the image and quality of vocational education in our nation, making it a relevant option for youth seeking creative, productive expression in an era of technology. This remains as one of the primary goals of the organization. Shortly after beginning its efforts, WAO extended its interest and concerns to the general question of improving the quality of education in the United States. During the last three years, this generic concern has included an interest and involvement in career education as a vehicle for use in improving the ability of the American education system to provide a more proper and appropriate emphasis on the goal of education as preparation for work. The interest of the organization in career education has, thus, naturally evolved from its original specific interest in vocational education and its more generic interest in improving the quality of all American education.

Current specific program priorities for WAO can be listed in this order: (1) promoting the worldwide ORT effort; (2) improving the image and quality of

vocational education in the United States; (3) encouraging closer relationships among vocational and academic educators aimed at improving the quality of American education; and (4) participating in career education efforts. WAO members are also interested and involved in major efforts aimed at such goals as: (a) increasing Jewish identification; (b) supporting Jewish causes in the United States; and (c) raising money to support the global program of ORT.

The relatively low current priority assigned to career education by WAO should discourage no educator. Like all other community organizations we seek to involve in career education, the WAO was originally established with a set of goals and objectives that did not include career education. Its potential for aiding in the implementation of career education grows from its accumulated expertise and strength generated through efforts aimed at attaining other objectives. Before turning to examples of current WAO career education activities, it is, thus, appropriate to examine related activities of WAO that have given it the strength and expertise to effectively contribute to career education efforts.

Involvement of WAO in Vocational Education and Bringing Quality to Education

WAO has made major contributions toward improving the image and status of vocational education in the United States. This has been accomplished, in part, through an extensive effort to become acquainted with and to utilize the public media. This has included, for example, working with the Advertising Council in getting free billboard space to publicize "ORT Day" in various communities. A major effort, developed and paid for by WAO itself, can be seen in a 1½-hour documentary film "L'CHAIM" that depicts the history of Jewish people over the last 100 years. Included in this film is a vocational education "message" showing how vocational education has helped sustain this Jewish movement over this period of time. Activities such as these have helped WAO members develop good contacts with the media.

Second, WAO became involved in a campaign aimed at identifying and recognizing outstanding students and teachers in vocational education by providing them with savings bonds. This, in addition to giving recognition for vocational education, has helped bring about greater public awareness of and respect for high quality vocational education where it exists. This concern for quality in vocational education is also evident in WAO efforts that have resulted in the activities and actions of eight WAO members who currently serve as members of State advisory councils on vocational education. It was also evident in the multiple WAO efforts to organize and conduct field trips to existing vocational education facilities for WAO members. In all these ways,

the WAO campaign to promote vocational education has been accompanied by concrete and specific actions aimed at involving WAO members in improving the quality of vocational education.

Third, to promote vocational education as a viable educational alternative in the United States, WAO embarked on a major campaign concentrating on emphasizing the importance of freedom of educational choice for all Americans and the importance of providing a diversity of kinds of educational opportunities at both the secondary and postsecondary level. By orienting their campaign in such a manner, WAO has successfully avoided the dangers of alienating other parts of the educational community that might have arisen had they devoted an exclusive emphasis only on promoting vocational education. An essential part of this drive has been an emphasis on the fact that many Jewish youth—both in the United States and in other parts of the world—are and have been enrolling in vocational education programs for many years. This has helped WAO avoid an image of promoting vocational education as something "for other people's children." It has also helped call attention to the worldwide ORT effort.

As an outgrowth of WAO activities aimed at helping its members examine vocational education facilities now in existence, the National American Affairs Department became extremely interested in problems associated with improving the quality of all of American public education. As a result, they have produced a document for use by WAO members entitled "An Educational Bill of Rights." This document points to the importance of education in society, to current criticisms and threats directed toward American public education, and to the importance of maintaining a strong, high quality system of public education in the United States. The "rights" outlined in this document are put in the form of student rights with each reflecting a basic goal of American education. It is a very impressive document indeed. Armed with this document, WAO members have, in recent years, embarked on a campaign aimed at visiting their public school systems, assessing the extent to which their "Bill of Rights" is being followed, and then encouraging needed improvements in the public school system. By so doing, they have made contracts with educators, administrators, and school board members from all segments of American education. They have, in addition, gained a good deal of knowledge regarding the system of public education in America.

The prime purpose for listing these activities is to illustrate the potential WAO holds for positive participation in a community career education effort. These strengths can be briefly summarized as including: (1) WAO has an organizational network that allows quick and rapid communication to all members. When they want to get something done, they have an immediate action network in place; (2) WAO has been identified and recognized as a

national organization interested in and committed to bringing a better and more appropriate emphasis to the goal of education as preparation for work within the broader framework of all basic goals of education; (3) WAO has developed, among its members, good communications and working relationships with the media. They have access to the media and know how to use the media in gaining community understanding of and support for their goals; and (4) WAO has established communications and working relationships with educational decisionmakers in many communities. They know how to approach and how to work with the public school system. Persons interested in career education will quickly recognize that these kinds of strengths are among those most needed to implement an effective community career education effort.

We turn now to several specific examples of ways in which these WAO strengths have already been used to further the implementation of career education at the local community level.

Examples of Career Education Activities of WAO Members

The WAO is an organization whose actions can be seen both by formal Chapter activities and, in many instances, by activities undertaken voluntarily by individual ORT members. In addition to this perspective, it is important to keep in mind the relative newness of the WAO National American Affairs Department. That is, the few examples reported here are only a beginning.

There are about 15,000 WAO members now in Dade County, Florida. Under the general leadership of Mrs. Felice Traktman, they have engaged in a number of productive career education activities. The most ambitious of these can be seen in the leadership this WAO unit exercised in organizing and establishing the Dade County Coalition for Career Education. This effort has resulted in drawing together a total of 15 influential community organizations to participate with the Dade County Schools in a collaborative career education effort. Without the active leadership of WAO, such a broad-based community effort would have been much more difficult to attain.

In addition, the Dade County WAO members have organized and conducted a local radio program entitled "So You Want To Be" in which youth can express their career concerns and obtain information from experts employed in various occupations. This activity, in addition to providing direct help to many youth, has helped create a general community awareness of the nature of and need for career education. To supplement their efforts at gaining greater community participation in career education they produced and distributed a glossary of career education terms. This glossary has been distributed to and discussed with many community groups including the Dade County School

Broad. There is no doubt but that community awareness of and involvement in career education has been greatly increased in Dade County, Florida through the actions of WAO members in that area.

In New Jersey, WAO members have developed and made available to schools an original skit on career education called "Hats Off to ORT" to be presented to students in grades 4-6. The list of characters includes Mrs. Health Department, Miss Service, Mr. Construction Worker, Mr. Office Worker, Miss Scientific Career, Miss Industry, Miss "Let Me Entertain You," Miss Marine Science, and Miss Food Industry. The skit is presented in a flexible format that allows it to be conducted in 20 minutes or less depending on the number of characters used. As an activity that directly involved WAO members in actual classroom settings with students and teachers, this skit represents a clear contribution to implementation of career education. The skit itself has now been given to WAO National Headquarters and is available to WAO chapters on a nationwide basis.

Mrs. Margery Burstein of Fayetteville, New York, has been instrumental in helping District II of WAO develop and publicize a "Blueprint for Action" series of documents that includes specific sections on career education. The general format of this "blueprint" suggests multiple ways in which local WAO Chapters can identify current critical issues, research them, draw such issues to the attention of the broader community, and initiate leadership actions designed to help resolve them. It is a very logical procedure for use in involving more WAO members in community action programs including those concerned with career education. An excellent "Fact Sheet on Career Education" is included in the blueprint. While District II includes only part of New York State, it involves more than 27,000 WAO members in 250 chapters of the American Affairs effort. There are obviously many specific communities now being influenced by this career education leadership effort.

In Atlanta, Georgia, Mrs. Margery Greenspan has made up a career education kit for use with schools trying to get started in career education. This kit is filled with action suggestions and examples of successful practices on the part of classroom teachers. In addition to actually producing these kits, this WAO unit has developed plans for conducting summer institutes aimed at helping educators and PTA members learn how to use the kit.

Individual actions of WAO members on behalf of career education are becoming increasingly evident. For example, in New York City, Mrs. Terry Hoffer wrote an "Open Letter To The Mayor" which was published in a New York City newspaper. This letter contained an excellent description of the nature of and need for career education in terms that are easily understood by most members of the general public. In Arlington, Virginia, Mrs. Polly Liss

undertook an individual campaign to study career education, prepare presentations for school counselors based on her study, and then to meet with groups of school counselors to actually deliver this presentation. The materials Mrs. Liss has prepared are high quality descriptions of career education that could be useful to many others.

District VII of WAO has undertaken a campaign aimed at urguing local WAO Chapters to highlight careers through table displays in local public schools and/or public libraries in their communities. This plan calls for highlighting a different occupational cluster each month with the materials being collected and arranged by members of WAO chapters in each local community. In addition to providing a valuable career awareness service for youth, this kind of activity has been effective in gaining greater public understanding of and support for both career education and for Women's American ORT.

In suburban Philadelphia, the Main Line Region of WAO has undertaken an ambitious career education effort through a collaborative working relationship with the public schools of the area. In addition to helping organize–and serve on–local "Career Education Action Councils," WAO members are working with educators to develop career education activities for classroom use, grades K-12. At the junior high school level, the WAO chapters have organized and helped conduct a series of ten field trips for youth with each being organized around a different kind of career interest. These field trips have included arranging for parents to serve as chaperones and the participation of resource persons from the business/labor/industry community. This very ambitious career education effort is being conducted under the direction of Mrs. Shella Plafker, President, Main Line Region, Women's American ORT.

In San Francisco, Mrs. Nina Ziegler organized and conducted an ORT effort, in collaboration with the local Rotary Club, that involved taking disadvantaged inner-city youth of elementary school age on a career awareness trip to the San Francisco Airport. Almost without exception, these were minority children who were having difficulty seeing why in was important to learn the basic academic skills. Mrs. Ziegler and her ORT co-workers arranged this field trip in such a way as to emphasize the importance of the basic academic skills in the occupational society. As a result of this effort, the children themselves decided they needed to pay much more attention to basic communications skills during the next school year.

The examples presented here are intended to illustrate both the reality and the diversity of WAO activities in career education. There is no doubt but that, in spite of the newness of the WAO career education effort, significant contributions to career education have already resulted.

Problems of Potential of WAO for Career Education: Thoughts of Seminar Participants

Seminar participants devoted a considerable portion of their time to discussing ways in which WAO units might increase their career education efforts in: (a) securing greater community involvement in career education; (b) working more closely with K-12 school systems; and (c) encouraging a career education emphasis in higher education. This section summarizes ideas and recommendations of participants in these three areas.

The National American Affairs Department of WAO sees itself as an effort devoted to community improvement and change primarily through the utilization of ORT volunteers. In this sense, it differs markedly from some other community groups in that the WAO places a primary emphasis on joining forces with other community groups to make needed community change. Seminar participants identified several key principles involved in serving as a catalyst for community change including:

1. Make sure that the issue chosen is important and that the vehicle selected for impacting on change is potentially effective. This means that the local membership must begin with a careful study of both the legitimacy of the issue for ***their*** community and an equally careful study of the vehicle to be championed.

2. Before proceeding to seek broader community involvement, make sure that an understanding and commitment is present among members of the organization itself. To encourage wide community debate on an issue which is still confusing to the membership of the leadership organization is unwise.

3. Begin the broad community effort by enlisting the support and understanding of key community leaders. A very great deal of this understanding must be conveyed on a 1:1 basis. The organization seeking to take a community leadership role cannot expect this to be done quickly, easily, or with only one grand event.

4. Publicize both the issue and the vehicle for solution being promoted widely through the media–television, radio, and printed publications. Most community members can be expected to have less than a clear comprehension of the issue to be attached and even far less understanding of the vehicle being proposed for solving the issue.

5. Organize and engage in community forums aimed at debating the issue and the suggested solution. Do not take the suggested solution to

community decisionmakers until this kind of wide public debate has been held and evidence accumulated that wide community support is present.

6. After results of public debate have been studied, formulate an action plan for community involvement in solving the problem. This plan should specify specific actions and decisions to be sought from various elements in the community. Each must include a "what's in it for me" section. Do not expect that *all* sub-cultures of the community will be willing to become involved.

7. In approaching various community groups–including the school system–and asking for their participation, be sure to include offers of help from the leadership organization. Do not ask any community group to do something unless the leadership group is willing to provide some volunteer time and effort to help.

8. The leadership group must include, among the strategies it devises, a plan for systematically evaluating and assessing progress being made toward resolving the issue. These strategies must include plans for publicizing findings among members of the broader community.

This list of eight principles can be regarded as the "WAO Strategy for Effecting Community Change." It is based on the collective experience of these seminar participants and was developed by them during two days of seminar discussion. While, of course, it in no way represents a formal position of Women's American Ort, it does represent a set of strategies that these seminar participants have found effective in their communities.

Seminar participants felt that this set of principles could easily be used in local WAO efforts in career education. Based on their long involvement in the education/work problem, they were agreed that the problems are real and that career education is a useful vehicle for use in supplementing–(NOTE: Not in *supplanting!)* their already deep involvement in vocational education. They saw it particularly important that WAO members be encouraged to study and understand career education prior to any "career education campaign" being launched. They seemed convinced that this general approach, which has proven successful for WAO in other areas, is one that could easily and naturally be applied to career education.

They were particularly enthusiastic about the potential of WAO for gaining greater parental support and understanding of career education. Since most WAO members are themselves parents, they felt they have the knowledge and expertise required for getting the career education "message" across to other

parents in the community. They saw such common current parental concerns regarding education as: (a) unmotivated students; (b) a decline in basic skills; (c) inadequate economic understanding; and (d) confusion regarding career goals on the part of students as being ones that could effectively be addressed through the vehicle of career education. Because career education is a vehicle for educational change that calls primarily for reallocation of current educational dollars, rather than substantial additions to the school budget, they felt it would appeal to those parents with a "Proposition 13 complex."

These participants expressed particular concern with respect to any effort to reach the community as a whole. Their experience has convinced them that this is a largely impractical and idealistic notion. Instead, they emphasized the importance of identifying and working with various segments of each community. They recognized that the career education concept—with its emphasis on "work"—is not one that will appeal equally well to all community segments. They felt that, if the WAO leadership effort could be shared with such other community groups as a local Chamber of Commerce and a local Rotary Club for example, the chances of positively influencing a greater portion of the community would be enhanced. That is, while they felt it appropriate for WAO to play a community leadership role, they seemed to feel no need to make this an exclusive role for WAO alone. On the contrary, they seemed to agree that this leadership role is one they would be eager to share with other influential community organizations.

Considerable attention was devoted by seminar participants to problems and potentials of local WAO Chapter members for interacting effectively with K-12 school personnel. The four largest problems involved here that they saw were: (a) a lack of knowledge on the part of many educators regarding WAO: (b) a general distrust on the part of some educators with respect to the use of community volunteers in the classroom; (c) a general reluctance, on the part of some educators, to become involved in any kind of major educational change; and (d) a general lack of understanding that currently exists, on the part of many educators, regarding the nature and goals of career education. In a generic sense, these problems are the same faced by all community groups who seek to become involved in a community-wide collaborative career education effort.

The WAO approach to dealing with these common problems is worth noting. First, those educators who seem unaware of Women's American ORT are sometimes first approached by WAO members in their role as parents. Few teachers would deny the right of parents to express an interest in what goes on in the classroom. Once seen in this light, the WAO can be explained to teachers as a community volunteer organization dedicated to helping American education improve its image and its effectiveness. Second, WAO members have

learned that, when they volunteer to serve as resource persons in the classrooms, it is better if they do with clear understandings that the regular teacher is in charge of the classroom. The WAO volunteer who seeks to find ways of helping the teacher do a more effective job without, in any way, taking away from the teacher's ultimate authority seems to gain acceptance and appreciation. Third, WAO has dealt with the problem of general resistance to change by aiming part of their community media campaign directly at educators. They make no assumptions that educators are already well aware of the issues and solutions being proposed by WAO. On the contrary, educators themselves represent one of the primary audiences to whom WAO media efforts are aimed. Finally, in the case of educators who seem to be unaware of career education, WAO members have adopted a general approach of looking for "career education-like" activities in classrooms where they visit. Participants pointed out that many more teachers seem to engage in career education than are aware of it. Those WAO members who clearly understand career education have found it relatively easy to help teachers make the "career education connection." This set of suggested solutions is one that several other community organizations may well profit from considering.

These seminar participants seemed to feel that career education can be effectively utilized by WAO members as a vehicle for use in attaining related WAO objectives concerned with (a) improving the image and quality of vocational education; and (b) improving the general quality of education in the public schools. In the case of WAO's vocational education emphasis, one of its primary concerns is bringing about closer relationships between academic and vocational educators. Obviously, career education is a natural vehicle for use in accomplishing this goal. With respect to the WAO goals related to the ORT "Educational Bill of Rights," several participants reported that they encountered some resistance when that document was used by itself. If used within the context of a career education framework, it seemed to some that educators could be led to pay more attention to the total document. Since the "Education Bill of Rights" is written in terms of broad goals of education, it is natural to use the goal of education as preparation for work and self-fulfillment as an opening wedge in this effort.

There was an obvious interest—and an equally obvious reluctance—on the part of these participants to consider possibilities of WAO involvement in career education efforts at the postsecondary education level. Nearly all these participants were themselves college graduates who recognized the lack of career education opportunities that had been made available to them while they were in college. Several participants reported that their sons and daughters now enrolled in colleges face similar problems. There seemed to be little doubt but that career education is badly needed at the postsecondary level. At the same time, participants pointed out that community organizations, like WAO, cannot hope to have the same impact on higher education institutions as they

have on the K-12 school system. The higher education institution, typically, isn't nearly as dependent on the local community as is the K-12 school system. Moreover, several participants questioned the wisdom of seeking involvement at the postsecondary level in view of the obviously limited resources available to local WAO chapters.

Those participants who felt it advisable to attempt a WAO career education effort at the postsecondary level made the following specific action suggestions:

1. Seek to establish community career education action councils with higher education institutions similar to those now established with K-12 school systems.

2. Seek to use the WAO influence to encourage closer ties between institutions of higher education and the business/industry community.

3. Seek to use WAO members who are alumni of particular colleges and universities to work with sons and daughters of other WAO members attending that institution with respect to their career goals and aspirations.

4. Establish a speaker's bureau where WAO members could talk with elementary school pupils about what to expect in high school; with high school students about what to expect in community colleges; and with community college students about what to expect in institutions of higher education.

While others seemed wary of WAO involvement in career education at the postsecondary level all seemed to be generally agreed that, if truly effective career education efforts could be carried out at the K-12 level, the need for career education at the postsecondary level will surely diminish. They were in similar agreement that a strong need for career education at this level exists now.

General Recommendations of Seminar Participants

Scattered throughout the two days of this seminar, individual participants made some general recommendations that seemed to be generally accepted by other participants. While some have been alluded to indirectly at other points in this monograph, an attempt is made here to summarize these general recommendations of participants in a single section. They include:

1. WAO needs to develop a strong, definitive statement of its own on career education. That statement should be shared with all WAO Districts, Regions, and Chapters. Each should be encouraged to make adaptations in its definitive statement that will best picture career education in their community.

2. There is a great need to educate WAO members regarding career education. Many are still only vaguely acquainted with the term. No WAO career education effort should begin until this essential step has been taken.

3. WAO can make its greatest contributions to career education through (a) serving as a catalyst to involve other community organizations in career education; (b) using their media contracts to gain greater community understanding of and support for career education; (c) helping parents understand and become involved in career education, and (d) working with educators at the K-12 level in implementing career education.

4. It is vocational education, not career education, that represents, historically, WAO's primary experience and expertise. The WAO interest in and emphasis on vocational education continues. The current interest and involvement of WAO in career education is clearly seen by WAO as a needed supplement to, but not a substitute for, this historical interest in vocational education.

5. Career education does deserve to continue as one of WAO's high priorities. The career education concept is consistent with the goals and objectives of WAO.

6. WAO members should be appointed to career education advisory boards at the local, State, and national levels. Membership on such boards will help greatly in maintaining a clear and continuing career education dialogue throughout the entire WAO organization.

7. Coordinators of career education, at the State and local levels, should be encouraged to make contact and work with WAO units in their area. Names and addresses can be obtained by writing to: WOMEN'S AMERICAN ORT, INC., 1250 Broadway, New York, N.Y. 10001.

Concluding Thoughts

It seems appropriate to conclude this monograph with a few personal thoughts. I do so here based on my contacts with WAO members, both in this

seminar and in other places. It is hoped that these kinds of personal remarks may serve to help other educators better view the contents of this monograph in terms of the potential of Women's American ORT as a community resource for career education. That is, in spite of the contents of this monograph, there are probably many educators who still wonder why I wanted to write a special monograph centering on a small organization of only 135,000 American Jewish women. This section aims to answer that question.

First, I am impressed with the credibility and the validity of Women's American ORT. This organization has, historically, always stood for what is right and opposed that which is wrong in education. It is an organization that takes on no commitment hurriedly or without considerable study and conscientious reflection. Their criterion, in judging the value of any educational effort, has always been the welfare of all youth. For this prestigious organization to endorse career education is a signal honor of which all concerned with career education can be proud. That honor is accompanied by a deep responsibility to work constructively with this organization in every possible way.

Second, I am tremendously impressed with the unselfishness of Women's American ORT as an organization. They appear willing to work collaboratively with all other groups whose concerns about youth and education are consistent with theirs. The amount of time they have devoted to giving credit for helping youth to other community organizations appears to exceed, by a wide margin, the amount of time they have devoted to gaining credit for themselves. One of the reasons this organization remains relatively unknown is that they have devoted their energies to helping others, not to publicizing their own quiet but effective actions.

Third, Women's American ORT is an action group. When this organization decides that a problem exists, they do much more than simply call the problem to the attention of others. They themselves are typically involved, both as an organization and as individuals, in working actively toward solving the problem. They do not wait for someone else to do something before they move into action. When this organization accepts a challenge, one can be assured that a coordinated action plan will be formulated and carried out.

Fourth, Women's American ORT is unique, in many ways, from other community groups involved in career education. This uniqueness stems from the fact that its central concern has always been education—and more specifically promoting the goal of education as preparation for work. The general motto of ORT quoted earlier in this monograph could well serve as a general motto for career education. While, to be sure, the concerns of WAO extend far beyond career education, there is nothing about the career education concept that is foreign to the basic rationale behind the existence of

WAO itself. In this sense, WAO holds great potentials for becoming one of career education's staunchest allies.

Finally, I have found myself impressed most of all with the members of Women's American ORT. To paraphrase Will Rogers, I never met one that I didn't like and respect. I have come across no organization whose individual members seem to be so universally committed to and involved in the work of the total organization. The WAO members I have become acquainted with gain power, it seems to me, because they are united in their religion as well as in the causes that they champion. This seems to be true whether the WAO member is a young, vivaciously attractive person or one of the serenely beautiful older members. Their sincerity of purpose and depth of conviction combine to make them tremendously rewarding persons with whom to work. They have given career education a very great deal. They have asked nothing in return.

For all of these reasons, it seems to me that Women's American ORT deserves the keen attention and full support of all those involved in career education. They share with us a common concern for improving American education in ways that will better benefit youth. Women's American ORT can become one of the strongest of all community forces involved in the implementation of career education. It behooves all concerned about career education to encourage this organization's career education efforts in every possible way. Let us not ask too much of this organization for they have other very important things to do. At the same time, let us make sure that we support whatever efforts they choose to make on behalf of career education. Our entire society will benefit if we do so.

APPENDIX A

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APPENDIX B

ISSUES RAISED BY PARTICIPANTS

1. How to work with schools who do not have strong career education efforts within the school system.
2. How to gain greater community understanding of career education.
3. How to gain interest of ORT members in career education.
4. How can ORT contribute to getting community resource persons for career education?
5. How can ORT contribute to parent involvement in career education?
6. How could ORT be involved in State career education planning efforts?
7. How could ORT organize PTAs, Mothers' Clubs, etc., to take on career education? i.e., how could ORT play a catalytic function for community group involvement in career education?
8. How could ORT use the media to help promote career education?
9. How can ORT get more acceptance from the school system?
10. How could ORT form or become involved in a community coalition for career education?
11. How could ORT best participate in evaluating school career education efforts?
12. How could ORT make a public relations contribution to career education?
13. How can ORT bring an idealogical awareness to educators?
14. How can ORT contribute to legislative efforts in career education?
15. How can ORT launch an "adopt a school" effort?
16. How can ORT contribute to getting academic teachers to get better involved in career education?
17. How can ORT contribute to solving articulation problems on education?
18. How can ORT become involved in career education in large urban school systems?
19. Could ORT do something towards getting teacher education institutions more involved in career education?
20. How could ORT best influence counselors to become appropriately and effectively involved in career education?
21. How could ORT better work with State coordinators of career education?

22. How to help schools better understand how to use volunteers.

23. How could ORT best contribute to maximizing vocational education opportunities in State schools for all students?

24. How can ORT best work with SACVE efforts to evaluate career and vocational education?

25. How can ORT become more involved in career education advisory councils?

26. How can ORT best support existing career education facilities?

27. How can ORT establish systems for rewarding and reinforcing youth involvement in career education?

28. How can ORT get more involved in adult career education?

29. How can ORT serve as a fact gathering center on career education resources to be found in the community?

30. How could the "back to basics" movement be best related to career education?

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